

TABLE IV.1 Curriculum Planning Template Thematic Curriculum Unit—Performance Task Assessment (Interpretive & Interpersonal) Planning Guide

Key Question: How do I look at the World?

Theme: Cultural Perspectives

Topic: The Running of the Bulls

Targeted Proficiency Level:

Beginning

Developing-Grade 8

Transitioning

Refining

<p>Communication Mode:</p> <p><i>Performance Assessment</i></p>		<p>Interpersonal Interpretive Presentational</p>	<p>Interpersonal Interpretive Presentational</p>
<p>Wisconsin Standards: Communication</p>		<p>B1: Listening- Students will understand spoken language. B2: Listening- Students will comprehend the main idea of authentic material.</p>	<p>A1: Conversations- Students will sustain a conversation including descriptions on selected topics about themselves and their state or country. A5: Comprehension- Students will ask for clarification and be able to paraphrase to ensure understanding.</p>
<p><i>Target Performance (Key elements from the Performance Guidelines to consider in rubric development)</i></p>		<p>Content: <u>Not assessed</u></p>	<p>Content: Spontaneity Responds with short answers to questions that have been rehearsed; asks simple yes/no questions, informational questions (i.e., who, when, where, what); begins to express reactions to responses (i.e., really, that's great, that's too bad).</p>

		<p>Accuracy: Time/Tense- Begins to distinguish present, past, and simple future tenses with cues and modeling; can express own ideas in the present tense with some errors.</p>	<p>Accuracy: Ease- Restates and recombines memorized language with frequent pauses, hesitations and false starts; many errors may occur as creativity increases</p>
		<p>Communication Strategies: Clarification- Asks for rewording, slowing of speech.</p>	<p>Communication Strategies: Impact Asks follow-up questions; provides continuity to a presentation; begins to make choices of a phrase, image, or content to maintain the attention of the audience.</p>
		<p>Cross-Cultural Applications: <u>Not assessed</u></p>	<p>Cross-Cultural Applications: Verbal Begins to recognize and produce linguistic patterns (i.e., placement of adjectives and adverbs, negation) appropriate to the target language.</p>
<p>Links to Culture and the other Wisconsin Standards: ✓ Connections ✓ Comparisons ✓ Communities</p> <p><i>Evidence (How these standards are incorporated in the instruction)</i></p>	<p>D3: Culture: Beliefs and Attitudes: Students will discuss and compare beliefs and attitudes within the cultures studied and compare them to their own beliefs and attitudes.</p> <p>D4: Culture: Historical Influences: Students will identify reasons for different patterns of interaction.</p> <p>E4: Geography: Students will identify countries, regions, and geographic features where the target language is spoken.</p> <p>F2: Reading and Listening: Students will read material, listen to, and or watch programs in the language studied on topic from other classes.</p> <p>F3: Accessing Resources: Students will access resources in the language studied on topics being discussed or researched in other classes.</p> <p>I2: Comparisons: Students will compare the form, meaning, and importance of certain perspectives, products and practices in different cultures.</p>		
<p>Structures and Vocabulary:</p> <p><i>What needs to be taught for students to be successful in the performance assessment</i></p>	<p><u>Vocabulary/phrases</u></p> <ul style="list-style-type: none"> • Place in the city • Directions • Verbs ser and estar <p>**Special vocabulary in relation to the Festival of San Fermin</p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Verb conjugation: present and past tense • Stem changing verbs <p>Irregular past tense stems</p>		